

*Speech and Language Development in
Children: A Parent's Guide*

Judith Struewing

Speech and Language Development in Children: A Parent's Guide

An Honors Thesis (HONRS 499)

by

Judith Struewing

Thesis Advisor

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A handwritten signature in black ink that reads "Teresa McClain M.A., CCC-SLP". The signature is written in a cursive style with a large, sweeping initial 'T'.

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Muncie, Indiana**

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Abstract

Developing speech and language skills is one of a child's most important feats. Although each child acquires language differently, there are basic skills children should have by certain ages. I developed three separate brochures each containing information about normal speech and language development. They focus on hearing, speech, and language skills children should have by certain ages. The brochures are designed to be a quick reference for parents and include suggestions for what parents or caregivers can do to facilitate language in their children.

Acknowledgements

I would like to thank Teresa McClain for advising me through this project. Her help and suggestions during this long, daunting task are greatly appreciated.

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For my capstone honors thesis I wanted to focus on a topic related to my major, Speech-Language Pathology. I decided to work on a project that would be beneficial to me later in my career, rather than just a final assignment. Therefore, I chose to make brochures to give to parents. These brochures focus on normal child language development at different age groups. They also have suggestions for what parents or caregivers can do to facilitate language in their children. The brochures can be placed in various settings, such as schools, private clinics, or hospitals. Because I am unsure of where I want to work later in my life, I think it is beneficial that the brochures are versatile.

The first brochure I made was for children aged birth to two years of age. I included hearing, speech, language, and social skills children should have by six months, twelve months, and twenty-four months of age. The second brochure includes skills children should have by three and four years of age. The third brochure includes skills children should have by five, six, and seven years of age. In each brochure, I also provided a section outlining what parents can do to help if they suspect their child is having speech or language delays. There is an additional section with references used and where parents can go for more information or to find a speech-language pathologist.

Before making the brochures, I collected information on child speech and language development from several books and online resources, including the American Speech-Language Hearing Association (ASHA). I made copies of sections and chapters that I found were particularly beneficial and organized them by age groups. After reviewing the literature for several weeks, I then began designing the brochures. I first developed the brochure focusing on development in children ages six months to two years. I looked through all the information I had

gathered and chose what I deemed to be the most valuable and important pieces to include in the brochure. I organized the skills that should be acquired by each age group under the categories “hearing and understanding”, “talking”, and “social language use.” This information filled the entire inside of the brochure. On the flap of the brochure, I included bullet points describing ways parents could assist their children in becoming effective communicators. The back of the brochure includes references used and additional resources for parents. I followed the same procedure for each of the brochures.

Under the category “hearing and understanding” I included topics such as voice and sound recognition, how they respond to different sounds, how long a child should be able to attend to a story, what they understand from stories or directions, reading and literacy, and responses to directions and questions. The category “talking” includes how many words a child should be able to say, speech intelligibility, sentence structure and grammar, sounds used, and topics a child may discuss. Under the category “social language use” I included topic maintenance and repair, turn-taking, eye contact and gestures, and expression of feelings and thoughts.

Because of the amount of information in the literature, I had to select certain topics over others. Before making each brochure, I went through all of the printed research and typed up the information that I thought was most important or relevant. Therefore, I had to pick out topics and information that most parents would find helpful and beneficial. I did not want to include a lot of text in the brochures because most people reading them will not want to spend a lot of time reading. I think each brochure includes an adequate amount of information without being overwhelming or too brief.

I chose to make three brochures instead of four or five for various reasons. I broke up the brochures into three separate age groups, which I feel highlighted similar areas of development. I do not think it would be appropriate to include information about a two-year-old and a seven-year-old in the same brochure. The speech and language development of children aged birth to two years is similar, just as it is similar for children aged two to four years and five to seven years. From each of those age groups I separated them even further in the brochures into three smaller age groups. I decided to stop the brochures at age seven, because after this age, speech and language development is very similar. Once children have the foundations of speech and language, grammar, literacy, and social language skills continue to develop well into adulthood. Making brochures after this would likely not be as informative or beneficial as the brochures I chose to make. Additionally, most speech and language problems are identified early in a child's life. Brochures focusing on children's speech and language up until the age of seven will thus be more useful to parents than brochures after this age.

The brochures are designed for parents who want to quickly look for information related to normal speech and language skills for their child's specific age. They are not made for those who want extensive information on a particular problem or disability; because only brief, basic information is included. If a parent or reader wants more in-depth information about a particular topic, each brochure contains references and resources where they can go for more facts or details.

I think this project is a good representation of what I have learned in my undergraduate career. In several of my classes we discussed children's normal speech and language skills at

various ages. I learned what skills children should have at certain ages and what would be considered an impairment or problem. I thus used not only what I researched, but also what I learned while completing my undergraduate classes to compile information for my brochures.

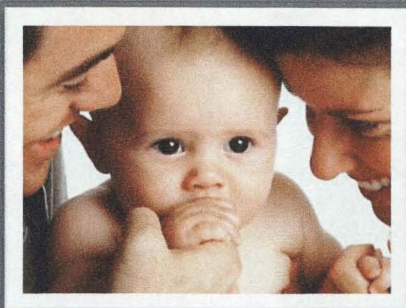
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Brochure One: Birth to 24 Months

**speech or language is delayed,
here is what you can do to help:**

- Have your child's hearing evaluated by an audiologist.
- Have your child seen by a speech-language pathologist for a formal evaluation.
- Seek medical attention for ear infections.
- Talk out loud while you are doing routine things with your child such as dressing, bathing, or feeding.
- Talk about animals and their sounds.
- Look at your child when communicating.
- Use simple speech that is easy for your child to imitate.
- Expand on words your child says (If your child says "baba", say "that's right, bottle")
- Find time to read to your child regularly. Include books with large pictures and simple phrases.
- Sing nursery rhymes or simple songs.
- Practice turn-taking when communicating with your child.



For more information:

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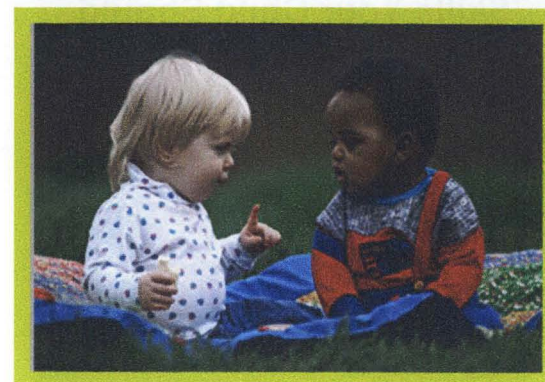
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Speech and Language Development in Your Child

Birth to 24 Months

An infant's world is filled with new people, new objects, and new ideas.

Learning how to talk to your child to maximize his/her communication potential is important. This brochure will help you identify how your child should be communicating and ideas for how to facilitate their speech and language.

Skills Your Child Should Demonstrate by 6 Months

••Hearing and Understanding••

- Startles to loud sounds
- Recognizes familiar voice and quiets if crying
- Moves eyes in direction of sounds
- Notifies toys that make sounds
- Pays attention to music
- Changes sucking behavior in response to sound

••Talking••

- Makes pleasure and instinctive sounds (cooing, crying, sneezing)
- Chuckles and laughs
- Makes babbling sounds that are speech-like, such as “bbb” or “ppp”
- Vocalizes to accompany attitude or feelings
- Experiments with sounds
- Smiles and vocalizes to image in a mirror

••Social Language Use••

- Has a social smile
- Excites when seeing people
- Recognizes mother or other familiar caregivers
- Displays anger when objects are taken away
- Explores face of person holding them
- Establishes eye contact
- Discriminates between strangers and familiar people



Skills Your Child Should Demonstrate by 12 Months

••Hearing and Understanding••

- Turns and looks in direction of sounds
- Listens when spoken to and responds to “no”
- Begins to respond to requests like “Come here”
- Recognizes words for common items like “cup” or “juice”

••Talking••

- Uses noncrying sounds or shouts to get attention
- Imitates different speech sounds
- Says one or two words regularly by first birthday

••Social Language Use••

- Uses gestures to communicate
- Copies simple actions of others
- Points to learn new vocabulary
- Attempts to communicate with listener
- Seeks approval from others

Skills Your Child Should Demonstrate by 24 Months

••Hearing and Understanding••

- Points to a few body parts when asked
- Listens to simple stories, songs, and rhymes
- Points to pictures in a book when asked
- Recognizes increasingly more words each month

••Talking••

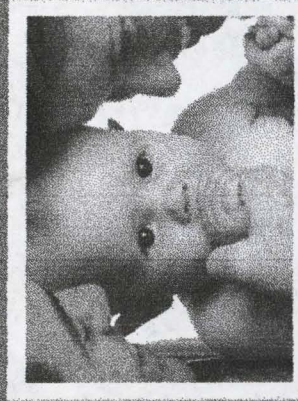
- Combines two or more words into short phrases
- Uses intonation to pose yes/no questions
- Says more words every month and uses 50 or more words by 24 months.
- Uses one- or two- word questions
- Uses many different consonant sounds at the beginning of words
- Refers to self by name
- Protests by vocalizing “no”

••Social Language Use••

- Expresses people preferences
- Expresses different emotions
- Demonstrates basic turn-taking skills
- Engages in simple pretend play
- Pairs gestures with words

If you suspect your child's speech or language is delayed, here is what you can do to help:

- ✓ Have your child's hearing evaluated by an audiologist.
- ✓ Have your child seen by a speech-language pathologist for a formal evaluation. *ask md. at 4 yr. in ec.*
- ~~Repeat your child's laughter and facial expressions~~
- ✓ Talk out loud while you are doing routine things with your child such as dressing, bathing, or feeding. *animals & they make*
- ✓ Talk about colors, numbers, letters, and animal sounds with your child.
- ✓ Look at your child when communicating.
- ✓ Use simple speech that is easy for your child to imitate.
- ✓ Expand on words your child says → *expand on this*
- ✓ Find time to read to your child regularly. Include books with large pictures and simple phrases.
- ✓ Play word games and sing nursery rhymes or simple songs
- ✓ Practice turn-taking when communicating with your child.
- ~~Encourage your baby to imitate and use gestures.~~



For more information:

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Angell, C.A. (2009). *Language development and disorders: A case study approach*. Sudbury, MS: Jones and Bartlett Publishers.

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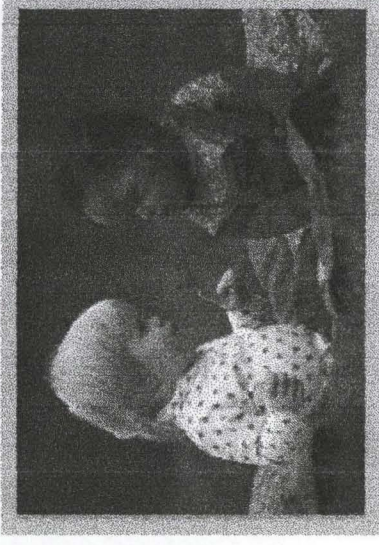
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Speech and Language Development in Your Child

Birth to 24 Months

?

Skills Your Child Should Demonstrate by 6 Months

••Hearing and Understanding••

- Startles to loud sounds
- Recognizes familiar voice and quiets if crying
- Moves eyes in direction of sounds
- Notices toys that make sounds
- Pays attention to music
- Changes sucking behavior in response to sound

••Talking••

- Makes pleasure and instinctive sounds (cooing, crying, sneezing)
- Chuckles and laughs
- Makes babbling sounds that are speech-like, such as "bbb" or "ppp"
- Vocalizes to accompany attitude or feelings
- Experiments with sounds
- Smiles and vocalizes to image in a mirror

••Social Language Use••

- Has a social smile
- Excites when seeing people
- Recognizes mother or other familiar caregivers
- Displays anger when objects are taken away
- Explores face of person holding them
- Establishes eye contact
- Discriminates between strangers and familiar people



Skills Your Child Should Demonstrate by 12 Months

••Hearing and Understanding••

- Turns and looks in direction of sounds
- Listens when spoken to and responds to "no"
- Begins to respond to requests like "Come here"
- Recognizes words for common items like "cup" or "juice"

••Talking••

- Uses noncrying sounds or shouts to get attention
- Imitates different speech sounds
- Says one or two words regularly by first birthday

••Social Language Use••

- Uses gestures to communicate
- Copies simple actions of others
- Points to learn new vocabulary
- Attempts to communicate with listener
- Seeks approval from others

Skills Your Child Should Demonstrate by 24 Months

••Hearing and Understanding••

- Points to a few body parts when asked
- Listens to simple stories, songs, and rhymes
- Points to pictures in a book when asked
- Recognizes increasingly more words each month

••Talking••

- Combines two or more words into short phrases
- Uses intonation to pose yes/no questions
- Says more words every month and uses 50 or more words by 24 months
- Uses one- or two- word questions
- Uses many different consonant sounds at the beginning of words
- Refers to self by name
- Protests by vocalizing "no"

••Social Language Use••

- Expresses people preferences
- Expresses different emotions
- Demonstrates basic turn-taking skills
- Engages in simple pretend play
- Pairs gestures with words

What You Can Do to Help

- Have your child's hearing evaluated by an audiologist

Seek medical attention for ear infections

• Repeat your child's laughter and facial expressions

• Talk ^{out loud} while you are doing things with your child such as dressing, bathing, or feeding

Talk about numbers

• Practice colors, letters, and animal sounds with your child

• Look at your child when communicating

• Use simple speech that is easy for your child to imitate

• Expand on words your child says

• Find time to read to your child regularly

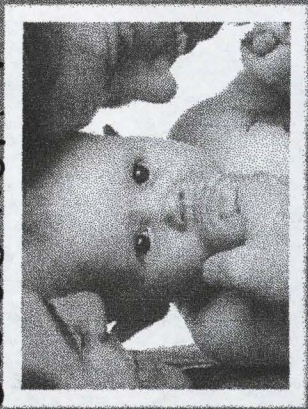
• Include books with large pictures and simple phrases

• Play word games and sing nursery rhymes or simple songs

• Practice turn-taking when communicating with your child

• Encourage your baby to imitate and use gestures

• Speech-language evaluation



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Speech and Language Development in Your Child

Birth to 24 Months



Skills your child should demonstrate by Birth to 6 Months

••Hearing and Understanding••

- Startles to loud sounds
- Seems to recognize voice and quiets if crying *s → familiar?*
- Moves eyes in direction of sounds
- Notices toys that make sounds
- Pays attention to music
- Changes sucking behavior in response to sound

••Talking••

- Makes pleasure and reflexive sounds (cooing, crying, sneezing)
- Chuckles and laughs
- Babbling sounds that are speech-like, including p, b, and m
- Vocalizations to accompany attitude or feelings *↑ example?*
- Experiments with sounds
- Smiles and vocalizes to image in a mirror

••Social Language Use••

- Has a social smile
- Excites when seeing people
- Recognizes mother *or other familiar caregivers*
- Displays anger when objects are taken away
- Explores face of person holding them
- Establishes eye contact
- Discriminates between strangers and familiar people



6 Months to 12 Months

••Hearing and Understanding••

- Turns and looks in direction of sounds
- Listens when spoken to and responds to "no"
- Begins to respond to requests like "Come here"
- Recognizes words for common items like "cup" or "juice"

••Talking••

- Uses noncrying sounds or shouts to get attention
- Imitates different speech sounds
- Has one or two words around first birthday *says → regularly by*

••Social Language Use••

- Uses gestures to communicate
- Copies simple actions of others
- Points to learn new vocabulary
- Attempts to communicate with listener
- Seeks approval from others

12 Months to 24 Months

••Hearing and Understanding••

- Points to a few body parts when asked
- Listens to simple stories, songs, and rhymes
- Points to pictures in a book when asked
- Recognizes increasingly more words each month

••Talking••

- Combines two words *or more into short phrases*
- Uses intonation to pose yes/no questions
- Says more words every month
- Uses one- or two- word questions
- Uses many different consonant sounds at the beginning of words
- Refers to self by name
- Protests by vocalizing "no"

••Social Language Use••

- Expresses people preferences
- Expresses different emotions
- Demonstrates basic turn-taking skills
- Waves bye-bye
- Engages in simple pretend play
- Pairs gestures with words

uses 1 or more words by 24m

Brochure Two: Two to Four Years

If you suspect your child's speech or language is delayed, here is what you can do to help:

- Expand on your child's vocabulary and introduce new vocabulary by reading books with simple sentences.
- Use clear, simple speech.
- Continue to sing songs and tell nursery rhymes.
- Look at family photos and name the people and describe what is happening in the pictures.
- State synonyms for familiar words, like mommy, woman, adult.
- Read stories with a simple plot and talk about the story line with your child.
- Ask your child questions about what he/she is doing and about things in their surroundings.
- Encourage your child to use more verbal requests instead of nonverbal. If they point to an object, ask them to "use your words".
- Engage in make-believe play and drama activities with your child.



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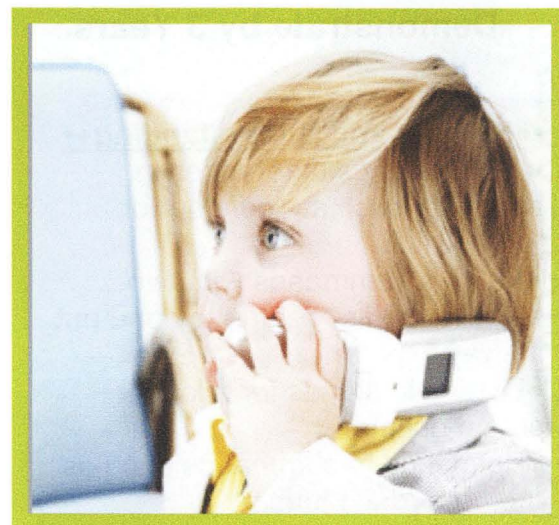
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Speech and Language Development in Your Child

2 to 4 years

Your child's world becomes increasingly more complicated as they learn new words and rules for language. Learning how to talk to your child to maximize his/her communication potential is important. This brochure will help you identify how your child should be communicating and ideas for how to facilitate their speech and language.

Skills Your Child Should Demonstrate by 3 Years

••Hearing and Understanding••

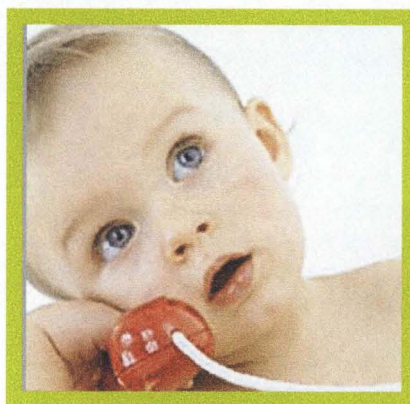
- Understands differences in meaning, such as "go/stop" or "up/down."
- Follows commands with two steps, such as "get the toy and put it away."
- Listens to stories for a longer period of time.
- Responds to commands such as "no" and "don't touch".
- Answers simple what, where, and who questions

••Talking••

- Has a word for most objects.
- Uses two or three word phrases to talk about things.
- Speech is understood by familiar listeners 50-75% of the time.
- Engages in longer dialogues.
- Defends own possessions (uses "mine").
- Uses pronouns such as "I", "it", and "you."
- Uses contractions such as "can't" and "don't".
- Begins to use adjectives such as "blue", "big", or "long".
- Uses "ing" verb endings, such as "running" and "playing".
- Asks simple wh- questions, such as "where cookie?"

••Social Language Use••

- Begins to play house and other make-believe activities with friends.
- Begins to control behavior verbally instead of just physically.
- Helps put toys away.
- Expresses feelings and emotions.
- Sustains topic for one or two turns.
- Attempts to fix the conversation when the listener does not understand.



Skills Your Child Should Demonstrate by 4 Years

••Hearing and Understanding••

- Hears you when you call from another room.
- Hears television at the same loudness level as other family members.
- Answers "who?", "what?", "where?", and "why?" questions.
- Identifies and names a variety of colors.
- Begins to identify letters.
- Participates in rhyming games.

••Talking••

- Talks about activities at preschool or at friends' homes.
- Your child's speech is understood 75-90% of the time.
- Uses sentences that have 4 or more words.
- Practices conversation skills by talking to self.
- Shows frustration if not understood.
- Uses regular past tense, such as "she walked home".
- Phrases questions correctly. Changes phrasing from "She is cooking dinner?" to "Is she cooking dinner?"
- Likes to ask a lot of questions, especially "why?"
- Uses sentences with a subject, verb, and object.

••Social Language Use••

- Takes turns and plays cooperatively.
- Separates from primary caregiver easily.
- Expresses ideas and feelings.
- Can tell a story that he/she has heard or made up.
- Is able to sustain conversation for more than two turns.

If you suspect your child's speech or language is delayed, here is what you can do to help:

- Expand on your child's vocabulary and introduce new vocabulary by reading books with simple sentences.
- Use clear, simple speech.
- Continue to sing songs and tell nursery rhymes.
- Look at family photos and name the people and describe what is happening in the pictures.
- State synonyms for familiar words, like mommy, woman, adult.
- Read stories with a simple plot and talk about the story line with your child.
- Ask your child questions about what he/she is doing and about things in their surroundings.
- Encourage your child to use more verbal requests instead of nonverbal. If they point to an object, ask them to "use your words".
- Engage in make-believe play and drama activities with your child.



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Speech and Language Development in Your Child

2 to 4 years



Skills Your Child Should Demonstrate by 3 Years

••Hearing and Understanding••

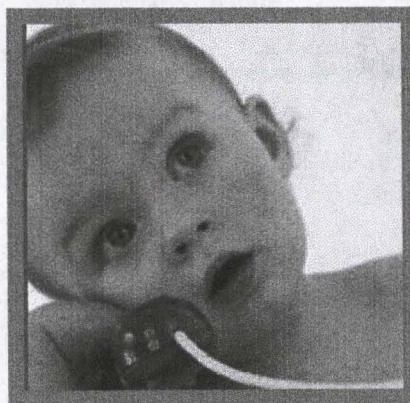
- Understands differences in meaning, such as "go/stop" or "up/down."
- Follows commands with two steps, such as "get the toy and put it away."
- Listens to stories for a longer period of time.
- Responds to commands such as "no" and "don't touch".
- Answers simple what, where, and who questions

••Talking••

- Has a word for most objects.
- Uses two or three word phrases to talk about things.
- Speech is understood by familiar listeners 50-75% of the time.
- Engages in longer dialogues.
- Defends own possessions (uses "mine").
- Uses pronouns such as "I", "it", and "you."
- Uses contractions such as "can't" and "don't".
- Begins to use adjectives such as "blue", "big", or "long".
- Uses "ing" verb endings, such as "running" and "playing".
- Asks simple wh- questions, such as "where cookie?"

••Social Language Use••

- Begins to play house and other make-believe activities with friends.
- Begins to control behavior verbally instead of just physically.
- Helps put toys away.
- Expresses feelings and emotions.
- Sustains topic for one or two turns.
- Attempts to fix the conversation when the listener does not understand.



Skills Your Child Should Demonstrate by 4 Years

••Hearing and Understanding••

- Hears you when you call from another room.
- Hears television at the same loudness level as other family members.
- Answers "who?", "what?", "where?", and "why?" questions.
- Identifies and names a variety of colors.
- Understands that reading and writing goes from left to right and top to bottom.

← Begins to identify letters

••Talking••

- Talks about activities at preschool or at friends' homes.
- Your child's speech is understood 75-90% of the time.
- Uses sentences that have 4 or more words.
- Practices conversation skills by talking to self.
- Shows frustration if not understood.
- Uses regular past tense, such as "she walked home".
- Phrases questions correctly. Changes phrasing from "She is cooking dinner?" to "Is she cooking dinner?"
- Likes to ask a lot of questions, especially "why?".
- Uses sentences with a subject, verb, and object.

••Social Language Use••

- Takes turns and plays cooperatively.
- Separates from primary caregiver easily.
- Expresses ideas and feelings.
- Can tell a story that he/she has heard or made up.
- Is able to sustain conversation for more than two turns.

if you suspect your child's speech or language is delayed, here is what you can do to help:

- Expand on your child's vocabulary and introduce new vocabulary by reading books with simple sentences.
- Use clear, simple speech.
- Continue to sing songs and tell nursery rhymes.
- Look at family photos and name the people and describe what is happening in the pictures.
- State synonyms for familiar words, like mommy, woman, adult.
- Read stories with a simple plot and talk about the story line with your child.
- Ask your child questions about what he/she is doing and about things in their surroundings.
- Encourage your child to use more verbal requests instead of nonverbal. If they point to an object, ask them to "use your words".
- Engage in make-believe play and drama activities with your child.



For more information:

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Angell, C.A. (2009). *Language development and disorders: A case study approach*. Sudbury, MS: Jones and Bartlett Publishers.

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Speech and Language Development in Your Child

2 to 4 years

Skills Your Child Should Demonstrate by 3 Years

••Hearing and Understanding••

- Understands differences in meaning, such as "go/stop" or "up/down."
- Follows commands with two steps, such as "get the toy and put it away."
- Listens to stories for a longer period of time.
- Responds to commands such as "no" and "don't touch".

Answers simple what, where and

••Talking•• *who questions*

- Has a word for most objects. *phrases*
- Uses two or three words *A* to talk about things.
- Speech is understood by familiar listeners *most of the time. 50-75% of the time*
- Engages in longer dialogues.
- Defends own possessions *(uses mine)*
- Uses pronouns such as "I", "it", *you* "this", and *that*.

- Uses contractions such as "can't" and "don't".

- Likes to ask a lot of questions, especially "why?". *4 yr old*

- Uses sentences with a subject, verb, and object. *4 yr old*

- Begins to use adjectives such as "blue", "big", or "long".

Uses "ing" verb ending

Asks simple wh questions,

••Social Language Use••

- Begins to play house and other make-believe activities with friends.
- Begins to control behavior verbally instead of just physically.
- Helps put toys away.
- Expresses feelings and emotions.
- Sustains topic for one or two turns.
- Attempts to *fix* repair the conversation when the listener does not understand.



Skills Your Child Should Demonstrate by 4 Years

••Hearing and Understanding••

- Hears you when you call from another room.
- Hears television at the same loudness level as other family members.
- Answers *simple* "who?", "what?", "where?", and "why?" questions.
- Identify and name a variety of colors.
- ~~Can follow three part commands such as "get the toy, put it away, then come here."~~

••Talking••

- Talks about activities at preschool or at friends' homes.
- People outside of the main caregivers can understand your child's speech. *Speech understood 75-90% of the time*
- Uses sentences that have 4 or more words.
- Practices conversation skills by talking to self.
- Shows frustration if not understood.
- Uses regular past tense, such as "she walked home".
- Phrases questions correctly. Changes phrasing from "She is cooking dinner?" to "Is she cooking dinner?"

••Social Language Use••

- Takes turns and plays cooperatively.
- Separates from primary caregiver easily.
- Expresses ideas and feelings.
- Can tell a story that he/she has heard or made up.
- Is able to sustain conversation for more than two turns.

Brochure Three: Five to Seven Years

If you suspect your child's speech or language is delayed, here is what you can do to help:

- If you do not understand your child's speech, ask them to repeat.
- Read to and with your child on a regular basis.
- Be a good listener and engage in your child's conversation.
- Continue to play with your child, including dramatic and realistic play settings.
- Include language in daily activities and directions, such as "get the box inside of the closet."
- Ask "why" questions and increasingly more complicated questions.
- Ask your child to tell you about his/her day or what they did at school.
- Practice writing, including his/her name and common words.
- Continue to practice counting, rhyming, and putting objects into categories.
- Identify common words on signs or billboards.

For more information:

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By: Judith Struewing



Speech and Language Development in Your Child

5 to 7 years

As your child begins school, his/her speech and language skills continue to grow. Knowing how to talk to your child to maximize his/her communication potential is important. This brochure will help you identify how your child should be communicating and ideas for how to facilitate their speech and language.

Skills Your Child Should Demonstrate by 5 Years

●●Hearing and Understanding●●

- Listens to and understands age-appropriate stories (such as "Goldilocks and the Three Bears") when read aloud.
- Knows that books are read from left to right and top to bottom.
- Recognizes upper and lowercase letters.
- Prints own first name.
- Knows time concepts such as morning, afternoon, today, and yesterday.

●●Talking●●

- Answers open-ended questions such as "What did you have for lunch today?"
- Retells stories and talks about events.
- Counts to 10 or higher.
- Speaks in 5 to 8 word sentences.
- Lists items that belong in a category, such as animals or foods.
- Speech is understandable the majority of the time by most listeners.

●●Social Language Use●●

- Knows how to take turns both in conversation and in play.
- Initiates conversation with both adults and classmates.
- Repeats information when the listener does not understand.



Skills Your Child Should Demonstrate by 6 Years

●●Hearing and Understanding●●

- Remembers information when told verbally.
- Identifies sounds in short words.
- Sounds out words when reading.
- Recognizes some words by sight.
- Understands time sequence such as 1st, 2nd, and last.

●●Talking●●

- Tells and retells stories in a logical sequence.
- Uses a variety of sentence structures.
- Gives directions when asked.
- Describes objects with increasingly more complex words.

●●Social Language Use●●

- Stays on topic in conversations.
- Repeats information and elaborates when the listener does not understand.
- Uses imagination to create stories.
- Writes first and last name and many basic words.

Skills Your Child Should Demonstrate by 7 Years

●●Hearing and Understanding●●

- Answers questions about grade-level stories.
- Becomes aware of mistakes in others' speech.
- Understands time intervals and seasons of the year.
- Recognizes 100 or more words by sight.

●●Talking●●

- Clarifies and explains words and ideas.
- Gives directions with 3 to 4 steps.
- Explains key elements of a story, such as main characters and plot.

●●Social Language Use●●

- Uses language to persuade, inform, and entertain.
- Uses appropriate eye contact and gestures when talking.
- Begins and ends conversation appropriately.
- Can tell time by 15-minute intervals.

If you suspect your child's speech or language is delayed, here is what you can do to help:

- If you do not understand your child's speech, ask them to repeat.
- Read to and with your child on a regular basis.
- Be a good listener and engage in your child's conversation.
- Continue to play with your child, including dramatic and realistic play settings.
- Include language in daily activities and directions, such as "get the box inside of the closet."
- Ask "why" questions and increasingly more complicated questions.
- Ask your child to tell you about his/her day or what they did at school.
- Practice writing, including his/her name and common words.
- Continue to practice counting, rhyming, and putting objects into categories.
- Identify common words on signs or billboards.

For more information:

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Speech and Language Development in Your Child

5 to 7 years

As your child begins school, his/her speech and language skills continue to grow. Knowing how to talk to your child to maximize his/her communication potential is important. This brochure will help you identify how your child should be communicating and ideas for how to facilitate their speech and language.

Skills Your Child Should Demonstrate by 5 Years

●●Hearing and Understanding●●

- Listens to and understands age-appropriate stories (such as "Goldilocks and the Three Bears") when read aloud.
- Knows that books are read from left to right and top to bottom.
- Recognizes upper and lowercase letters.
- Prints own first name.
- Knows time concepts such as morning, afternoon, today, and yesterday.

●●Talking●●

- Answers open-ended questions such as "What did you have for lunch today?"
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Skills Your Child Should Demonstrate by 6 Years

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- Remembers information when told verbally.
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- Gives directions when asked.
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●●Social Language Use●●

- Stays on topic in conversations.
- Repeats information and elaborates when the listener does not understand.
- Uses imagination to create stories.
- Writes first and last name and many basic words.

Skills Your Child Should Demonstrate by 7 Years

●●Hearing and Understanding●●

- ~~Understands direction words such as above, below, inside.~~
- Answers questions about grade-level stories.
- Becomes aware of mistakes in others' speech.
- Understands time intervals and seasons of the year.
- Recognizes 100 or more words by sight.

●●Talking●●

- Clarifies and explains words and ideas.
- Gives directions with 3 to 4 steps.
- Explains key elements of a story, such as main characters and plot.

●●Social Language Use●●

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If you suspect your child's speech or language is delayed, here is what you can do to help:

- If you do not understand your child's speech, ask them to repeat.
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Speech and Language Development in Your Child

5 to 7 years

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- Knows how to take turns both in conversation and in play.
- Initiates conversation with both adults and classmates.
- Repeats information when the listener does not understand.



Skills Your Child Should Demonstrate by 6 Years

●●Hearing and Understanding●●

- Remembers information when told verbally.
- Identifies sounds in short words.
- Sounds out words when reading.
- Has a sight vocabulary of about 100 words. *Recognizes some words by sight*
- Understands time sequence such as 1st, 2nd, and last.

●●Talking●●

- Tells and retells stories in a logical sequence.
- Uses a variety of sentence structures.
- Gives directions when asked.
- Describes objects with increasingly more complex words.

●●Social Language Use●●

- Stays on topic in conversations.
- Repeats information and elaborates when the listener does not understand.
- Uses imagination to create stories.

Skills Your Child Should Demonstrate by 7 Years

●●Hearing and Understanding●●

- Understands direction words such as above, below, inside.
- Answers questions about grade-level stories.
- Becomes aware of mistakes in others' speech.
- Understands time intervals and seasons of the year.

Recognizes +100 words by sight

●●Talking●●

- Clarifies and explains words and ideas.
- Gives directions with 3 to 4 steps.
- Explains key elements of a story, such as main characters and plot.

●●Social Language Use●●

- Uses language to persuade, inform, and entertain.
- Uses appropriate eye contact and gestures when talking.
- Begins and ends conversation appropriately.
- Can tell time by 15 minute intervals.
- Can *W*rite first and last name and many basic words. ✓

